

CLASSROOM ANALYTIC SCORING GUIDE

Standard: V.2		Conducting Investigations		Early Elementary
	Poses a question	Gathers and analyzes information	Constructs answers supported with evidence	Reports results
Performance Level 4 Student is working independently	Poses a question about life in their school or community that supports the issue under investigation.	Gathers information from more than two resources. Information is significant, and the amount collected is in-depth and complete; analysis is logical and relevant.	Cites a significant amount of supportive evidence for each answer and elaborates on how the evidence supports the answer.	In a clear and organized way states the question posed, the answer, and discusses gathering evidence elaborating on relevant evidence.
Performance Level 3 Student is working as part of the class or a group	Poses a question about life in their school or community that supports the issue under investigation.	Gathers information from two or more resources. Information is significant; analysis is logical and relevant.	Cites supportive evidence for answer and explains how the evidence supports the answer.	States the question posed, the answer, and reports results orally using graphic material and in writing.
Performance Level 2 Student is working as part of the class or a group	Identifies an issue but does not pose it as a question.	Gathers relevant information but provides no analysis.	Constructs an answer only after a question is provided; only marginal evidence is offered to support an answer; explanation of how the evidence supports the answer is superficial.	Marginal presentation of their investigation with some inaccuracies.
Performance Level 1 Student is working as part of the class or a group	Cannot identify an issue about life in their school or community.	Information is irrelevant or insignificant.	Constructs an answer only after a question is provided; the student provides little supportive evidence, or cannot explain how the evidence offered supports the answer.	Reports the results of their investigation in disorganized, unclear ways.

PLEASE NOTE: Performance Level 3 is the standard. The student is successful and has met the standard when he/she reaches Performance Level 3. Performance Level 4 is included for comparison purposes only.

CLASSROOM ANALYTIC SCORING GUIDE

Standard: V.2		Conducting Investigations		Later Elementary
	Poses a question	Gathers and analyzes information	Constructs answers supported with evidence	Reports results
Performance Level 4 Student is working independently	Poses a complex question about life in Michigan or the United States that supports the issue under investigation.	Gathers information from more than two resources. Information is significant, and the amount collected is in-depth and complete; analysis is logical and relevant. All evidence is factually accurate.	Cites a significant amount of supportive evidence for each answer and elaborates on how the evidence supports the answer.	In a clear and organized way states the question posed, the answer, and discusses gathering evidence elaborating on relevant evidence.
Performance Level 3 Student is working as part of the class or a group	Poses a question about life in Michigan or the United States that supports the issue under investigation.	Gathers information from two or more resources. Information is significant; analysis is logical and relevant. All evidence is factually accurate.	Cites supportive evidence for answer and explains how the evidence supports the answer .	States the question posed, the answer, and reports results orally using graphic material and in writing. Cites the persuasive evidence relevant to the conclusion reached.
Performance Level 2 Student is working as part of the class or a group	Identifies an issue but does not pose it as a question.	Gathers relevant information but provides no analysis. Some evidence is not factual.	Constructs an answer only after a question is provided; only marginal evidence is offered to support an answer; explanation of how the evidence supports the answer is superficial.	Marginal presentation of their investigation with some inaccuracies
Performance Level 1 Student is working as part of the class or a group	Cannot identify an issue about life in Michigan or the United States.	Information is irrelevant or insignificant.	Constructs an answer only after a question is provided; the student provides little support, or cannot explain how the evidence offered supports the answer.	Reports the results of their investigation in disorganized, unclear ways.

PLEASE NOTE: Performance Level 3 is the standard. The student is successful and has met the standard when he/she reaches Performance Level 3. Performance Level 4 is included for comparison purposes only.

CLASSROOM ANALYTIC SCORING GUIDE

Standard: V.2		Conducting Investigations		Middle School
	Poses a question	Gathers and analyzes information	Constructs answers supported with evidence	Reports results
Performance Level 4 Student is working independently	Poses a complex question about a culture, world region, or international problem that supports the issue under investigation.	Information is significant, and the amount collected is in-depth and complete; analysis is logical and relevant	Cites a significant amount of supportive evidence for each answer and elaborates on how the evidence supports the answer.	In a clear and organized way states the question posed, the answer, and discusses gathering evidence elaborating on relevant evidence.
Performance Level 3 Student is working as part of the class or a group	Poses a question about a culture, world region, or international problem that supports the issue under investigation.	Information is significant; analysis is logical and relevant.	Cites supportive evidence for each answer and explains how the evidence supports the answer.	States the question posed, the answer, and discusses gathering evidence citing relevant evidence.
Performance Level 2 Student is working as part of the class or a group	Identifies an issue but does not pose it as a question.	Only some of the information is significant; analysis has some errors in logic.	Constructs an answer only after a question is provided; only marginal evidence is offered to support an answer; explanation of how the evidence supports the answer is superficial.	Marginal presentation of their investigation with some inaccuracies.
Performance Level 1 Student is working as part of the class or a group	Cannot identify an issue about a culture, world region, or international problem.	Information is irrelevant or insignificant.	Constructs an answer only after a question is provided; the student provides little supportive evidence, or cannot explain how the evidence offered supports the answer.	Reports the results of their investigation in disorganized, unclear ways.

PLEASE NOTE: Performance Level 3 is the standard. The student is successful and has met the standard when he/she reaches Performance Level 3. Performance Level 4 is included for comparison purposes only.

CLASSROOM ANALYTIC SCORING GUIDE

Standard: V.2		Conducting Investigations		High School
	Poses a question	Gathers and analyzes information	Constructs answers supported with evidence	Reports results
Performance Level 4 Student is working independently	Information is significant, and the amount collected is in-depth and complete; analysis is logical and relevant.	Cites a significant amount of supportive evidence for each answer and elaborates on how the evidence supports the answer.	Determines sophisticated criteria for comparing alternative interpretations and makes in-depth comparisons using the criteria.	In a clear and organized way states the question posed, the answer, provides a compelling rationale for the conclusion drawn, and discusses gathering evidence elaborating on relevant evidence.
Performance Level 3 Student is working as part of the class or a group	Information is significant; analysis is logical and relevant.	Cites supportive evidence for each answer and explains how the evidence supports the answer.	Determines criteria for comparing alternative interpretations and makes comparisons using the criteria.	States the question posed, the answer, provides a plausible rationale for the conclusion, and discusses gathering evidence citing relevant evidence.
Performance Level 2 Student is working as part of the class or a group	Only some of the information is significant; analysis has some errors in logic.	Only marginal evidence is offered to support an answer; explanation of how the evidence supports the answer is superficial.	Determines criteria for comparing alternative interpretations and makes comparisons that do not or only marginally use the criteria.	Marginal presentation of their investigation with some inaccuracies, and marginal rationale for the conclusion.
Performance Level 1 Student is working as part of the class or a group	Information is irrelevant or insignificant.	Provides little supportive evidence, or cannot explain how the evidence offered supports the answer.	Does not set criteria for comparing alternative interpretations and makes comparisons that do not use criteria.	Reports the results of their investigation in a disorganized, unclear way with no rationale for the conclusion.

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CLASSROOM ANALYTIC SCORING GUIDE

Standard: VI.2	Group Discussion	Early Elementary
	Made a relevant statement	Responded appropriately
Performance Level 4	Participated in the discussion by making many relevant statements, and elaborating upon them throughout the discussion.	Responded appropriately at all times and made a concerted effort to invite and acknowledge the contributions of others.
Performance Level 3	Participated in discussion by making at least one relevant statement that supports their point of view or clarifies the issue.	Responded appropriately at all times.
Performance Level 2	Participated in discussion but statements were only marginally relevant to the discussion or did not support their view.	Responded inappropriately but made some appropriate comments.
Performance Level 1	Did not make any relevant statements during the discussion.	Responded inappropriately and made no appropriate comments, OR did not take part in the discussion.

The student is responding **appropriately** when he/she exhibits one or more of the following behaviors:

- invites the contributions of others
- acknowledges the statements of others
- challenges the accuracy, logic, relevance, or clarity of statements made by others
- summarizes points of agreement and disagreement

The student is responding **inappropriately** when he/she exhibits one or more of the following behaviors:

- making irrelevant distracting statements
- interrupting
- monopolizing
- engaging in personal attacks

PLEASE NOTE: Performance Level 3 is the standard. The student is successful and has met the standard when he/she reaches Performance Level 3. Performance Level 4 is included for comparison purposes only.

CLASSROOM ANALYTIC SCORING GUIDE

Standard: VI.2		Group Discussion		Later Elementary
	Made a relevant statement	Applied core democratic values	Responded appropriately	Asked a pertinent question
Performance Level 4	Participated in the discussion by making many highly relevant, insightful, and complex statements throughout the discussion.	Demonstrates an understanding of the competing core democratic values relevant to the issue under discussion.	Responded appropriately at all times and made a concerted effort to invite and acknowledge the contributions of others.	Asked in-depth questions that led others to think about different views directly related to the issue being discussed.
Performance Level 3	Participated in discussion by making relevant statements.	Correctly applies at least one appropriate core democratic value to support their position on the issue.	Responded appropriately at all times.	Asked relevant questions that kept others on topic.
Performance Level 2	Participated in discussion but statements were only marginally relevant.	Student alludes to a core democratic value but does not make a clear connection to their position.	Responded inappropriately but made some appropriate comments.	Questions posed were either marginally relevant or inappropriate.
Performance Level 1	Did not make any relevant statements during the discussion.	Student makes no reference to core democratic values, <u>OR</u> the value cited has no apparent connection to the issue under discussion.	Responded inappropriately and made no appropriate comments <u>OR</u> did not take part in the discussion.	Asked no questions <u>OR</u> the questions were irrelevant.

The student is responding **appropriately** when he/she exhibits one or more of the following behaviors:

- invites the contributions of others
- acknowledges the statements of others
- challenges the accuracy, logic, relevance, or clarity of statements made by others
- summarizes points of agreement and disagreement

The student is responding **inappropriately** when he/she exhibits one or more of the following behaviors:

- making irrelevant distracting statements
- interrupting
- monopolizing
- engaging in personal attacks

PLEASE NOTE: Performance Level 3 is the standard. The student is successful and has met the standard when he/she reaches Performance Level 3. Performance Level 4 is included for comparison purposes only.

CLASSROOM ANALYTIC SCORING GUIDE

Standard: VI.2		Group Discussion		Middle School
	Made a relevant statement	Applied core democratic values	Responded appropriately	Asked a pertinent question
Performance Level 4	Participated in the discussion by making many highly relevant, insightful, and complex statements throughout the discussion.	Demonstrates an understanding of the competing core democratic values relevant to the issue under discussion.	Responded appropriately at all times and made a concerted effort to invite and acknowledge the contributions of others.	Asked in-depth questions that led others to think about different views directly related to the issue being discussed.
Performance Level 3	Participated in discussion by making relevant statements.	Correctly applies at least one appropriate core democratic value to support their position on the issue.	Responded appropriately at all times.	Asked relevant questions that kept others on topic.
Performance Level 2	Participated in discussion but statements were only marginally relevant.	Student alludes to a core democratic value but does not make a clear connection to their position.	Responded inappropriately but made some appropriate comments.	Questions posed were either marginally relevant or inappropriate.
Performance Level 1	Did not make any relevant statements during the discussion.	Student makes no reference to core democratic values, <u>OR</u> the value cited has no apparent connection to the issue under discussion.	Responded inappropriately and made no appropriate comments <u>OR</u> did not take part in the discussion.	Asked no questions <u>OR</u> the questions were irrelevant.

The student is responding **appropriately** when he/she exhibits one or more of the following behaviors:

- invites the contributions of others
- acknowledges the statements of others
- challenges the accuracy, logic, relevance, or clarity of statements made by others
- summarizes points of agreement and disagreement

The student is responding **inappropriately** when he/she exhibits one or more of the following behaviors:

- making irrelevant distracting statements
- interrupting
- monopolizing
- engaging in personal attacks

PLEASE NOTE: Performance Level 3 is the standard. The student is successful and has met the standard when he/she reaches Performance Level 3. Performance Level 4 is included for comparison purposes only.

CLASSROOM ANALYTIC SCORING GUIDE

Standard: VI.2		Group Discussion		High School
	Made a relevant statement	Applied core democratic values	Responded appropriately	Asked a pertinent question
Performance Level 4	Participated in the discussion by making many highly relevant, insightful, and complex statements throughout the discussion.	Demonstrates an understanding of the competing core democratic values relevant to the issue under discussion.	Responded appropriately at all times and made a concerted effort to invite and acknowledge the contributions of others.	Asked in-depth questions that led others to think about different views directly related to the issue being discussed.
Performance Level 3	Participated in discussion by making relevant statements.	Correctly applies at least one appropriate core democratic value to support their position on the issue.	Responded appropriately at all times.	Asked relevant questions that kept others on topic.
Performance Level 2	Participated in discussion but statements were only marginally relevant.	Student alludes to a core democratic value but does not make a clear connection to their position.	Responded inappropriately but made some appropriate comments.	Questions posed were either marginally relevant or inappropriate.
Performance Level 1	Did not make any relevant statements during the discussion.	Student makes no reference to core democratic values, <u>OR</u> the value cited has no apparent connection to the issue under discussion.	Responded inappropriately and made no appropriate comments <u>OR</u> did not take part in the discussion.	Asked no questions <u>OR</u> the questions were irrelevant.

The student is responding **appropriately** when he/she exhibits one or more of the following behaviors:

- invites the contributions of others
- acknowledges the statements of others
- challenges the accuracy, logic, relevance, or clarity of statements made by others
- summarizes points of agreement and disagreement

The student is responding **inappropriately** when he/she exhibits one or more of the following behaviors:

- making irrelevant distracting statements
- interrupting
- monopolizing
- engaging in personal attacks

PLEASE NOTE: Performance Level 3 is the standard. The student is successful and has met the standard when he/she reaches Performance Level 3. Performance Level 4 is included for comparison purposes only.

CLASSROOM ANALYTIC SCORING GUIDE

Standard: VII.1 Responsible Personal Conduct Early Elementary	
	Participates in projects designed to help others in their local community.
Performance Level 4	Enthusiastically and effectively participates in projects designed to help others in their local community as evidenced by verbalizing insights into needs being addressed and the value of the help being offered.
Performance Level 3	Participates in projects designed to help others in their local community and can explain how the project will assist others in the community.
Performance Level 2	Participates in the project but cannot explain how the project will assist others in the community.
Performance Level 1	Does not participate in the project or does not complete the task or assignment given.

PLEASE NOTE: Performance Level 3 is the standard. The student is successful and has met the standard when he/she reaches Performance Level 3. Performance Level 4 is included for comparison purposes only.

CLASSROOM ANALYTIC SCORING GUIDE

Standard: VII.1	Responsible Personal Conduct	Later Elementary
	Participates in activities intended to contribute to solving local, state, or national problems.	
Performance Level 4	Enthusiastically and effectively participates in activities intended to contribute to solving a local, state, or national problems as evidenced by verbalizing insights into needs being addressed and the value of the help being offered.	
Performance Level 3	Participates in activities intended to contribute to solving a local, state, or national problem.	
Performance Level 2	Participates in activities but cannot explain how the project will contribute to solving a local, state, or national problem.	
Performance Level 1	Does not participate in the activities or does not complete the task or assignment given.	

PLEASE NOTE: Performance Level 3 is the standard. The student is successful and has met the standard when he/she reaches Performance Level 3. Performance Level 4 is included for comparison purposes only.

CLASSROOM ANALYTIC SCORING GUIDE

Standard: VII.1 Responsible Personal Conduct Middle School	
	Participates in activities intended to contribute to solving national or international problems.
Performance Level 4	Enthusiastically and effectively participates in activities intended to contribute to solving a national or international problem as evidenced by verbalizing insights into needs being addressed and the value of the help being offered.
Performance Level 3	Participates in activities intended to contribute to solving a national or international problem.
Performance Level 2	Participates in activities but cannot explain how the project will contribute to solving a national or international problem.
Performance Level 1	Does not participate in the activities or does not complete the task or assignment given.

PLEASE NOTE: Performance Level 3 is the standard. The student is successful and has met the standard when he/she reaches Performance Level 3. Performance Level 4 is included for comparison purposes only.

CLASSROOM ANALYTIC SCORING GUIDE

Standard: VII.1		Responsible Personal Conduct	High School
	Plan and conduct	Report	Evaluate Effectiveness
Performance Level 4	Plans and conducts activities well suited to advance their views on matters of public policy.	Acknowledging complexities and opposing viewpoints and utilizing a variety of resources and technology the student reports the results of the plan in a clear and concise presentation.	Determines criteria by which to assess the results of the plan and credibly defends its fairness; and evaluates the plan's effectiveness based on the criteria in a logical and defensible manner.
Performance Level 3	Plans and conducts activities intended to advance their views on matters of public policy.	Reports the result of the plan in a clear and concise presentation acknowledging views of others.	Determines criteria by which to assess the results of the plan and evaluates the plan fairly.
Performance Level 2	Planning or implementation of activities intended to advance their views on matters of public policy was incomplete.	Reports the result of the plan but description is unclear or incomplete.	Criteria are not well described or incomplete and the connection to the plan's evaluation is unclear or confusing.
Performance Level 1	Did not plan or conduct an activity intended to advance their views on matters of public policy.	Does not report the result of the plan.	Does not produce an evaluation of the plan based on any criteria.

PLEASE NOTE: Performance Level 3 is the standard. The student is successful and has met the standard when he/she reaches Performance Level 3. Performance Level 4 is included for comparison purposes only.

HOLISTIC FEATURE SCORING FOR CONDUCTING INVESTIGATIONS: GRADES 3–8

Points	Description
4	<p>In order to receive a 4-point score, the response must:</p> <ul style="list-style-type: none"> • pose a question that supports the issue under investigation • gather and analyze information • construct answers supported with evidence • reports results
3	<p>In order to receive a 3-point score, the response must:</p> <ul style="list-style-type: none"> • pose a question that supports the issue under investigation • contain at least 2 of the remaining 3 elements
2	<p>In order to receive a 2-point score, the response must:</p> <ul style="list-style-type: none"> • pose a question that supports the issue under investigation • contain at least 1 of the remaining 3 elements
1	<p>In order to receive a 1-point score, the response must:</p> <ul style="list-style-type: none"> • pose a question that supports the issue under investigation
0	<p>In order to receive a 0-point score, the response will show no evidence of any of the elements</p>

PLEASE NOTE: This scoring guide is designed to be used with its corresponding Classroom Analytic Scoring Guide. There are four elements (features) to this task. The four elements are listed in the 4-point score description. To receive credit for the elements listed above, a student must reach or exceed Performance Level 3 (see Classroom Analytic Scoring Guide) for that element.

HOLISTIC FEATURE SCORING FOR CONDUCTING INVESTIGATIONS: HIGH SCHOOL

Points	Description
4	<p>In order to receive a 4-point score, the response must:</p> <ul style="list-style-type: none"> • report results • gather and analyze information • construct answers supported with evidence • compare alternative interpretations
3	<p>In order to receive a 3-point score, the response must:</p> <ul style="list-style-type: none"> • report results • contain at least 2 of the remaining 3 elements
2	<p>In order to receive a 2-point score, the response must:</p> <ul style="list-style-type: none"> • report results • contain at least 1 of the remaining 3 elements
1	<p>In order to receive a 1-point score, the response must:</p> <ul style="list-style-type: none"> • report results
0	<p>In order to receive a 0-point score, the response will show no evidence of any of the elements</p>

PLEASE NOTE: This scoring guide is designed to be used with its corresponding Classroom Analytic Scoring Guide. There are four elements (features) to this task. The four elements are listed in the 4-point score description. To receive credit for the elements listed above, a student must reach or exceed Performance Level 3 (see Classroom Analytic Scoring Guide) for that element.

HOLISTIC FEATURE SCORING FOR GROUP DISCUSSION: GRADES 3–12

Points	Description
4	<p>In order to receive a 4-point score, during the discussion the student must:</p> <ul style="list-style-type: none"> • demonstrate an understanding of core democratic values • make at least 2 relevant statements • respond appropriately at all times • ask at least 2 pertinent questions
3	<p>In order to receive a 3-point score, during the discussion the student must:</p> <ul style="list-style-type: none"> • demonstrate an understanding of core democratic values • achieve the performance standard on 2 of the remaining 3 elements
2	<p>In order to receive a 2-point score, during the discussion the student must:</p> <ul style="list-style-type: none"> • achieve the performance standard on 2 of the remaining 4 elements
1	<p>In order to receive a 1-point score, during the discussion the student must:</p> <ul style="list-style-type: none"> • achieve the standard on 1 of the remaining 4 elements
0	<p>In order to receive a 0-point score, the students' discussion will show no evidence of any of the elements associated with this standard</p>

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HOLISTIC FEATURE SCORING FOR RESPONSIBLE PERSONAL CONDUCT: GRADES 3–8

Points	Description
3	<p>In order to receive a 3-point score, the student must:</p> <ul style="list-style-type: none"> • participate in planning projects designed to address local, state, or national problems • participate in activities to support the project • be able to explain how the project will help others
2	<p>In order to receive a 2-point score, the student must:</p> <ul style="list-style-type: none"> • participate in planning projects designed to address local, state, or national problems • achieve the standard on 1 of the remaining 2 elements
1	<p>In order to receive a 1-point score, the student must:</p> <ul style="list-style-type: none"> • participate in planning projects designed to address local, state, or national problems
0	<p>In order to receive a 0-point score, the student will show no evidence of any of the elements</p>

PLEASE NOTE: This scoring guide is designed to be used with its corresponding Classroom Analytic Scoring Guide. There are four elements (features) to this task. The four elements are listed in the 4-point score description. To receive credit for the elements listed above, a student must reach or exceed Performance Level 3 (see Classroom Analytic Scoring Guide) for that element.

HOLISTIC FEATURE SCORING FOR RESPONSIBLE PERSONAL CONDUCT: HIGH SCHOOL

Points	Description
3	<p>In order to receive a 3-point score, the student must independently:</p> <ul style="list-style-type: none"> • plan and conduct activities intended to advance their views on public policy • report result of plan in clear and concise presentation • evaluate the effectiveness of the plan
2	<p>In order to receive a 2-point score, the student must independently:</p> <ul style="list-style-type: none"> • plan and conduct activities intended to advance their views on public policy • achieve the standard on 1 of the remaining 2 elements
1	<p>In order to receive a 1-point score, the student must independently:</p> <ul style="list-style-type: none"> • plan and conduct activities intended to advance their views on public policy
0	<p>In order to receive a 0-point score, the student will show no evidence of any of the elements</p>

PLEASE NOTE: This scoring guide is designed to be used with its corresponding Classroom Analytic Scoring Guide. There are four elements (features) to this task. The four elements are listed in the 4-point score description. To receive credit for the elements listed above, a student must reach or exceed Performance Level 3 (see Classroom Analytic Scoring Guide) for that element.

GROUP DISCUSSION SCORING TABLE

Question Discussed:

Date: _____

Discussion Time: _____ minutes

Teacher: _____

Students: #1 _____ #2 _____ #3 _____

#4 _____ #5 _____ #6 _____

	#1	#2	#3	#4	#5	#6
Student used core democratic values						
Student made a statement about the issue that was accurate and relevant						
Student asked pertinent questions						
<i>Responded Appropriately</i>						
Invited the contributions of others						
Acknowledged statements of others						
Tactfully challenged the accuracy, logic, relevance, or clarity of statements made by others						
Summarized points of agreement and disagreement						
<i>Responded Inappropriately</i>						
Made irrelevant/distracting statements						
Interrupted						
Monopolized the discussion						
Engaged in personal attacks						
Rating for Responded Appropriately						
FINAL SCORE						

THE PERFORMANCE TASK TOPICS

The following topics were selected to illustrate the scenarios, focus questions, and public policy issue questions that you might use with students to help them build their skills in Conducting Investigations, Group Discussion, and Responsible Personal Conduct. These topics have been organized for association with age appropriate benchmark levels: Early Elementary (grades K–2), Later Elementary (grades 3–5), Middle School (grades 6–8), and High School (grades 9–12). Review the topics that were designed for the grade(s) you teach. If you do not find a scenario to fit your needs, these examples may guide you in generating other scenarios. Once the scenario is selected, refer to the section on the “Template Outline” to see how to expand the scenario into a full set of performance tasks.

HOW TO READ THE NOTATIONS

Accompanying each of the scenarios is a list of content standards and associated benchmarks. This information is provided to illustrate the link between Conducting Investigations, Group Discussion, Responsible Personal Conduct, and the 22 other content standards in the *Michigan Curriculum Framework*. To effectively use the notations you will need a copy of the *Social Studies Content Standards and Benchmarks* (see “Section II: Content Standards & Draft Benchmarks” of the *Michigan Curriculum Framework* (1996) pages 22–45).

Notations are set up here so the first character(s), a Roman numeral, identifies the content area strand: The first Arabic numeral identifies a content standard. This identifier is followed by two specific letters that signify benchmark levels. The final number in the notation identifies specific benchmarks within each benchmark level. All characters are separated by periods. You may want to use the following examples to practice finding the correct references in your content standards document.

Example 1: **I.2.EE.1** here

- | | | |
|------------|---|---|
| I. | = | Content Strand I, i.e., Historical Perspective |
| 2 | = | Content Standard 2, i.e., Comprehending the Past |
| EE. | = | Early Elementary (grades K–2) |
| 1. | = | EE benchmark number 1, i.e., Identify who was involved, what happened, and where it happened in stories about the past. |

Example 2: **IV.3.MS.4** here

- | | | |
|------------|---|--|
| IV. | = | Content Strand IV, i.e., Economic Perspective |
| 3. | = | Content Standard 3, i.e., Role of Government |
| MS. | = | Middle School (grades 6–8) |
| 4. | = | MS benchmark number 4, i.e., Distinguish different forms of taxation and describe their effects. |

Please note that we have only listed content standards, benchmarks, and core democratic values that have an obvious connection to the topics that follow. You may see other connections as your class project unfold. Don’t allow our structure to prevent you from taking advantage of what you and your students discover on your own.